

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Thurgood Marshall Academy PCS

LEA Head of School Name: Raymond Weeden

LEA Type: High School

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Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being, and Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA’s operational plan to offer five full days of in-person learning to all students, including:

- **a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA’s plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and**
- **b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA’s plan for securing additional staff; and**
- **c. The LEA’s operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:**
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and**
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.**

Thurgood Marshall Academy Public Charter High School can accommodate all students in person five days per week in its current physical space.

Thurgood Marshall Academy Public Charter High School can accommodate all students in person five days per week with its current staffing levels.

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school or other cases in which individual students or staff are excluded from school due to a pandemic or public health issues, the school will support distance learning for the affected individuals to the greatest extent feasible. Supports include the following:

- **Devices**—all students and all employees already have devices for home use (students have Chromebooks dedicated for use at home and support for Internet when needed; employees have laptops).
- **Curricular Materials**—Students and employees all have email accounts and access to online tools to provide curricular materials swiftly.
- **Student Support**—Deans and administrative staff routinely communicate with teachers about student or staff needs. They are prepared to serve students or accommodate employees with exclusions (to the extent feasible given specific circumstances).
- **The LEA will explore additional support; by example only, shifting students excluded for lengthy periods into cross-LEA support classes.**

In the event of an unexpected closure or partial closure due to COVID-19 or other public health emergencies, Thurgood Marshall Academy leaders will communicate with families via the school's "auto-dialer" software-as-a-service system, which sends recorded phone messages, emails, and text messages. The school maintains this system in the normal course of business for snow days and other emergency closures. The school will communicate as soon as feasible following a decision by school leadership that closure is needed. The LEA anticipates that students and staff will already have online access to curricular materials in such closure. Students and staff already have devices for distance learning—each student has a Chromebook dedicated to home use, and teachers and non-instructional staff have laptops. Closure messages will communicate class schedules, which will likely be modeled on 2020-21 school year

distance learning models. The LEA anticipates continued use of online curriculum management tools, so teachers and students will likely be directed to pivot fully to reliance on those tools during the period of distance learning.

Please see the "Health and Safety Plan" section for more details on health and safety questions.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA's approach)

- c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

The student's dean and (when applicable) the Special Education teacher assigned to the student per their IEP will ensure that learning time matches (to the extent feasible) on-campus time and complies with applicable DC and federal time-of-instruction rules (subject to waivers or special provisions provided to all schools or Thurgood Marshall Academy). To the extent feasible, the schedule will mirror that of students who attend on-site learning options.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

Thurgood Marshall Academy provides all students with Chromebooks and will, to the greatest degree possible, ensure Internet access for any student (learning on-site or via distance learning). Therefore, students who secure waivers will have the technology needed for distance learning. In most cases, students or guardians will pick up materials from the school (while observing social distancing, but the school can arrange home delivery if necessary (by a staff member or commercial courier).

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

Thurgood Marshall Academy expects that materials will be primarily digital for distance learning but will, to the greatest degree possible, provide additional materials, such as basic teaching supplies, textbooks, and meals (if USDA continues to make home-delivered meals reimbursable). As with technology, the school will first seek on-site, socially distanced pick-up of materials and provide home delivery in most cases if necessary. (Note that both on-site and off-site, Thurgood Marshall Academy will follow all applicable federal and local food safety requirements; the school has licensed food handlers employed to provide meal service safely. Food safety includes but is not limited to ensuring that students with Anaphylaxis or food allergy plans are served safely.)

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

The program will offer the core academic content for students through the Canvas LMS. We have found that the following remote learning practices provide the most effective instruction. We will tailor instruction depending on the students' needs and learning styles. TMA will use high-engagement strategies with students during distance learning, including but not limited to leveraging Canvas, providing access to small group instruction, mirroring to support students' experience during remote learning. TMA will continue to leverage tools such as video conferencing to allow seamless transitions between in-person and distance learning environments for students and parents.

Student and Staff Well-Being

2.A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:

- **a. How the LEA will provide opportunities for social-emotional learning, relationship building and**

mental health awareness for all students;

- **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
- **c. How the LEA will provide direct mental and behavioral health services for students in need.**

Thurgood Marshall Academy's Wellness team will provide psychoeducation groups surrounding skill-building activities, therapeutic groups, 9th-grade transition groups, 12th-grade transition groups, grief/loss groups, trauma groups, and individual therapy services to students as needed. TMA's assigned DBH clinician provides preventive presentations to students in all grades addressing different mental health topics. The Wellness team will host Mental Health Awareness month activities (for students and parents) and targeted quarterly wellness topics and community activities for students. TMA's structure is set up to support relationship building, connections, and monitoring of all students. The student advisors and deans are assigned students to work with and monitor for social/emotional, academic, and attendance needs.

TMA works with a community-based organization (OCU) through the School Mental Health Expansion Program with the Department of Behavioral Health. In collaboration with the school team, a School Strengthening Work Plan is created at the start of each school year and regularly reviewed to maintain progress on the targeted, tiered goals.

TMA students will be provided a survey to complete at the start of the school year. This survey will have students identify their needs, interest in counseling services and small group services. TMA gives the students a K12 survey where they rate themselves in different aspects of student life inside and outside of school.

Additionally, TMA will continue to follow the SST process for behavioral and emotional needs through referrals from teachers and staff members. TMA Advisors check in regularly with students to identify needs and provide tier 1 support. Advisors refer students to the Dean or Wellness team for tier 2 and 3 behavioral health needs. The Dean and Wellness team meet weekly to discuss students, their concerns and monitor progress. The Wellness team also meets weekly to collaborate and coordinate services for students.

Students in health classes are provided consent for the school-based DBH clinician to provide a suicide screener once a year.

TMA has a variety of mental health services for students. The Wellness team is comprised of one TMA staff Clinical Social Worker/Mental Health Coordinator, one TMA staff counselor, one Clinical Social Worker from the Department of Behavioral Health, one clinician from One Common Unity, and the Medstar Georgetown Wise Center staff: 2 Clinical Psychologists, one psychology extern, and a psychiatrist who provides consultation and medication management. The service providers support students through IEP/504 Plan Behavior Support Services, individual and group therapy services, and medication management.

- 4. Describe the LEA’s proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.**

TMA will continue to provide space for students to learn and use trauma-informed practices during weekly advisory to help support with the transition back to school, feelings, and coping strategies. Students will have access to trauma-informed care weekly during advisory classes throughout the school year.

There is ample space for students to learn SEL practices, manage difficult emotions, pause and reflect, and use coping strategies. All will be a useful foundation for the transition back to school. TMA is strongly working with WISE and Restorative DC, and we are working to integrate trauma-informed practice and restorative practices within the discipline practices at TMA.

- 5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.**

Thurgood Marshall Academy contracts with Genuine Foods to provide meals. The LEA’s food service team distributes packaged meals individually in the cafeteria. The LEA is prepared to provide meals in classrooms both to ensure Alternative meal options (Grab-and-Go) and social distancing as needed.

For our students who access our school through remote learning options, meals will be available for pick up. The LEA will explore home delivery as LEA resources and NSLP reimbursement requirements permit.

Students/Families will be allowed to pick-up meals 2 days a week during our bulk meal distribution day (or more if permitted under NSLP reimbursement guidance). Families will access meals by coming to the security desk (or another location identified by deans or the food service team). All bulk meal bags will be properly prepared by our food service management company, along with instructions on handling. This procedure is intended for students with a long-term medical exemption and for students under a temporary quarantine.

In the event our entire LEA or a campus is unable to operate an on-site educational program (e.g., city-wide return to distance learning), meals will be made available to all qualifying families through our bulk meal distribution plan, ideally through home delivery and otherwise via socially-distanced pick-up on site.

2.B: Educator Wellness

- 6. Describe the LEA’s plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:**
- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators’ own social-emotional and mental health; and**
 - **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

TMA will offer staff and faculty monthly professional development in trauma-informed practices with an established partnership with the WISE team from Georgetown Medstar. Faculty and staff will have the opportunity to learn about Trauma-Informed practices/care through a voluntary cohort program. The purpose of the trauma-informed cohort is to: 1) enhance knowledge about the impact of trauma and Adverse Childhood Experiences (ACEs) and 2) successfully apply brain-based best practices in the classroom with a focus on translating intention into actions.

TMA will host faculty and staff wellness wellbeing lunch hour meetings to spotlight staff members, address school community grief and loss, discuss coping strategies, self and community care.

Community partners (Medstar Georgetown University, DBH, and OCU) offer mental health support for staff internally, regularly, or through consultation. Current partners or/and School Clinicians can provide staff/faculty community referrals for mental health services.

In addition, the LEA’s life insurance coverage includes an Employee Assistance Program (EAP) that provides a variety of mental health, financial, and legal assistance services. Employees can access these independent of the school or be referred by school leaders. Thurgood Marshall Academy posts flyers about the EAP at orientation, and the LEA’s HR consultants provide information to employees who inquire throughout the school year.

2.C: Family Engagement

- 7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:**
- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
 - **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
 - **c. How and when the LEA will communicate with families their student’s status and progress with learning as informed by LEA-selected assessments.**

Consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Communication to students and families will happen across many media platforms: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach.

Before the school reopens in the Fall of 2021, we will host a virtual and in-person parent/student orientation

where we discuss and share our CEP, approach to safe reopening, and how we plan to accelerate student learning throughout the school year. This information will also be shared in our parent newsletter, the Warrior Weekly, which will be sent out each week by email, posted on our website and link texted to families to keep them abreast of school activities, programming and operational updates. In addition, as the year progresses we will also provide several vehicles for families to share input directly with Leadership including surveys at the close of each marking period and the implementation of a semi-monthly virtual meeting.

Academic updates will be provided three times per quarter (two progress reports and one report card). Families will have access to both the school Learning Management System and Student Information System to track student progress against learning objectives. Access to these programs will be consistently available with the exception of downtime periods for scheduled maintenance. Teachers will also communicate directly with families by phone, email or text a minimum of three times per quarter to provide updates on student progress. All student grades will be recorded in the school SIS. Teacher gradebooks will be monitored on a bi-weekly basis to ensure that grades are recorded and assignment feedback is provided to students.

Advisors will serve as the first point of contact for advisees and their families. Team building and community engagement activities will be facilitated through the advisory block. Advisors will connect with advisees routinely to both monitor participation in our learning program and to provide support as needed. Advisors will connect with families of advisees routinely to check-in about student progress and overall family well-being.

Student and Family Orientation will occur in August. Sessions will be used to communicate expectations for the school year.

TMA understands every parent may not be English language proficient and will determine needs for interpretation and translation to support Limited English Proficient families based on the language noted on the Home Language Survey or spoken language communicated with the school. TMA will translate any written communication sent home to the families and will invite a translator to any in person events, meetings, or conversations held with families.

2.D: Attendance and Re-Engagement

8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

Regardless of their level of engagement from the previous year, all students will be matched with advisors who will monitor their progress academically, paying specific attention to their level of engagement. During the summer months, school staff will begin individualized outreach to students who did not demonstrate a high engagement and academic success. This will include home visits, phone calls, and outreach via email. This outreach aims to ensure that each student who did not have a high level of engagement from the previous year enters SY2122 with an academic re-engagement plan to be executed at the onset of the new school year and monitored by their advisor. Meetings will be conducted with students, families, and grade-level teams as needed to review each student's progress and make modifications as needed.

Students who may be consistently disengaged will be referred to our Wellness Team, who will work with the student and their family

to generate alternative solutions to any barriers they may be experimenting with. This includes but is not limited to attendance club, supporting commutes with micro transit, or pairing students with a mental health counselor.

Students who may be off track with graduation with their cohort will have the opportunity to enroll in credit recovery courses during the school year and summer to help each earn credits toward high school graduation. The students and their counselors will create a plan that will support their success in their course.

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

TMA will be administering assessments for the upcoming school year that will allow us to capture students' strengths and weaknesses in reading, writing, and math skills and their performance on grade-level ELA and math Common Core Standards. To that end, we will be using the NWEA-MAP, RI, and SRI/SMI assessments and the ANet assessments.

- **Students in grades 9 and 10 will take NWEA Math & Literacy Assessments in September, December and May. Specific dates TBD.**
- **Students in grades 9, 10 & 11 will take Achievement Network Assessments in ELA and math quarterly. Specific dates TBD.**
- **12th-grade students will take teacher-created content-based assessments quarterly.**
- **All students will present a portfolio outlining their learning throughout the year in January and May. Specific dates TBD.**

Click [here](#) to see the LEA's assessment plan. This plan is in draft form and is open for shifts as the year progresses.

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**
 - **NWEA: September; December; May**
 - **ANET: October; December; March; May**
- **d. Whether you set goals for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**
 - **The goals for each assessment have been set by the assessment providers. As a school, our focus is primarily on the academic growth of each student.**
 - **Data collected from the MAP assessments will be used to inform students and parents of their learning progress, guide teachers' selection of materials, resources, and interventions for students, and shape our intervention programs.**
 - **After each ANet assessment, math and ELA teams meet as a collective to discuss data trends and create learning plans to address priority standards where students underperformed. These plans are vetted by the leadership team and implemented over a two-week period by the teachers.**

After the re-teach cycle, students are reassessed on the specific standards taught and informed of their progress.

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

See Above

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

TMA will continue to collaborate with non-public schools continuously to discuss the extent of interrupting instruction for students via email or/and virtual meetings. Thurgood Marshall will contact Non-public schools by July 2021 to obtain their plans for service design/delivery. Non-public schools will be asked to use formal (benchmark assessments) and have related service providers conduct (informal) assessments in all areas of service on the student's IEP to measure the student's progress and possible interrupted services. Thurgood Marshall will notify the Non-public schools by August 2021 of their duties to assess (academic and related services) and share data back by December 2021.

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

TMA is increasing opportunities for small group instruction in math and English this year by hiring Urban Teacher Fellows and tutors to provide support during the school year. Currently, our school has three programs in place this summer to support acceleration, including Summer Prep (rising 9th-grade transition), Summer Academic (9-11th grade academic acceleration), and Words, Beats, and Life (social-emotional and arts acceleration).

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

- **a. Adjusted Scheduling**
 - Adjusted class/block/bell schedules
 - After-school programming

- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

• **c. Staffing and Related Supports**

- Additional staffing
- Additional vendor and/or community partner support
- New hardware purchase
- New software purchase

• **d. Other**

- **e. In the space below, please describe in detail the LEA's approach to implementing each strategy**

selected above and how it will accelerate student learning.

- **After-school programming**
 - i. **TMA has partnered with an organization that provides high-level Advanced Placement Tutorial Sessions for AP courses. These sessions are structured to provide students with the knowledge and skills to understand the structure of each exam and the content to prioritize when studying and completing the exam.**
- **Summer 2021 programming**
 - i. **TMA has currently partnered with two Community-Based organizations to provide programming during Winter and Spring Break. These programs aim to improve students' literacy and math skills through Arts and leadership development.**
- **Summer 2022 programming**
 - i. **TMA has partnered with an organization that provides high-level Advanced Placement Tutorial Sessions for AP courses. These sessions are structured to provide students with the knowledge and skills to understand the structure of each exam and the content to prioritize when studying and completing the exam.**
- **School break/holiday programming**
 - i. **TMA has currently partnered with two Community-Based organizations to provide programming during Winter and Spring Break. These programs aim to improve students' literacy and math skills through Arts and leadership development. Both programs are an extension of our partnership from the Summer of 2021.**
 - ii. **TMA has partnered with an organization that provides high-level Advanced Placement Tutorial Sessions for AP courses. These sessions are structured to provide students with the knowledge and skills to understand the structure of each exam and the content to prioritize when studying and completing the exam.**
- **Weekend programming (e.g., Saturday school)**
- **High-dosage tutoring**
 - i. **Tutors**
- **New curriculum purchase**
 - i. **Pre-AP**
- **New professional development for staff on accelerated learning**
 - i. **Pre-AP, AP Training**

Staffing and Related Supports

- **Additional staffing**
 - i. **Urban Teachers, Tutors**
- **Additional vendor and/or community partner support**
 - i. **LDM, CollegeBoard, WBL, Roane Consultants, Urban Teachers**

13. Describe the LEA's approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

TMA is in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our Head of School, Department Chairs, and teachers.

We reviewed direction from our team we should focus on three areas: grading/progress monitoring, student wellness/community building, and aligning our 9th through 12th grade English and Social Studies courses. We will use results, teacher assessments, grades, interim assessments, and other tools to evaluate our process this year.

Using information gleaned from the school year 2020-21, strategies will continue to be added to our once we understand students' actual needs after the year. As the year continues, we will use data, including *interim assessments, student behavior logs, student engagement, and student in-seat attendance*. We hope that these tactics respond to emerging student needs.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress.

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. These strategies include recording lessons when possible for access, providing students, families, and teachers real-time access to grades and assignments, providing technology for each student to have at home to engage in work after school, and when there is a medical need to learn remotely. *As we continue throughout the year, we will evaluate the current and new strategies supporting student needs while layering in other forms of innovation we create.*

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

For grades 9-12, credit attainment and recovery will be important for fully or somewhat disengaged students during the 2020-21 school year. For students who are not behind their cohort in credit attainment and therefore risk not graduating in four years from the start of their 9th-grade year, we will offer the following programs: *summer school, weekend school, remote learning options*, and the following transition activities to support students to matriculate to the college or career of their choice. This includes a senior seminar course that supports students completing their *FAFSA and college applications with our college counseling team*.

This year TMA is also adjusting its credit attainment process to allow students who would have normally been retained to keep credits they have earned over the school year instead of starting the school year with zero credits and repeating the entire grade. Students are also able to earn credit recovery during the summer and school year. This allows students to have a better chance of graduating with their cohort.

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so,

LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- **a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- **b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
- **c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- **d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

TMA will assess students using Scholastic Reading Inventory and Scholastic Math Inventory to measure whether this is learning loss and its severity. Tests will be administered at the start and middle of the school year. Students' scores will determine if they will be placed in an intervention classroom to address the gaps in Reading or/and Math. TMA will use students' scores to measure growth over time as well.

TMA's related service providers will review the students' previous service tracker logs and progress reports to have an understanding of the students' last documented status and progress. TMA's Service Providers will complete a weekly service tracker form to summarize all attempts at delivery of service, service details and student responses. Parents will be notified of missed services the day of via email or phone call. Make-up missed service plans will be created or/and updated on a monthly basis for students to recoup services. Parents will be notified of the plans and kept abreast of progress related to recouped services.

Meetings will be held with parents, students and invited team members to discuss the data collected and proposed changes to the IEP to ensure support designed for accelerated learning and delivery of FAPE are provided.

All students with disabilities will be encouraged to participate in teacher office hours and homework help (daily).

Thurgood Marshall will use a criterion based worksheet to evaluate the instruction and support that was provided to the students with disabilities during the distance learning program. The services that were offered but not received and the efforts made to ensure services were received will help determine the appropriateness of services and accelerated learning for students. In addition, an analysis of the student's assessment data and IEP goal progress will be taken into consideration to help determine the delivery of accelerated learning.

TMA will communicate general instructional approaches to families during orientation/back-to-

school parent meetings, and weekly TMA newsletter. However, individualized emails/meetings/or phone calls will be held with families to discuss the specific instructional support for the student. Quarterly progress will be provided to parents to communicate the progress of students' learning.

Thurgood Marshall will continue to implement the inclusive practices for all students with disabilities. TMA will continue to deliver IEP services as outlined and provide recovery/additional support to students after school, during breaks, and weekends. Students have access to homework help, after school tutoring, weekend tutoring, academic support during the breaks/holidays. Additionally, students who meet the criteria will be enrolled in a reading or/and math intervention program throughout the school year.

TMA will continue to partner with related service contractors to train parents once a quarter on suggested topics provided by parents and staff that may assist parents in understanding the special needs of their child and acquire the necessary skills that will support the implementation of their child's IEP. The LEA will partner with outside organizations and/or invite parents to known training and webinars on topics related to parent training. Parents will be notified via email, social media, and/or school website of training. When appropriate, consultation services for students and families will be offered.

Content that is provided to parents and students will be available online and can be accessed through text-to-speech features on any computer with Microsoft Windows or Apple OS X software. In the event the parent does not have access to a personal computer, TMA student chromebooks have text-to-speech extensions to assist students or family members with disabilities. Parents will be able to access content on their mobile device as well. As an alternative, a member from TMA will call the parent and read the content over the phone or send an audio recording of the read content.

17. For correctional facilities only: Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**
- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

N/A

English Learners

18. For LEAs serving PK-12 grades: Describe the LEA’s plan to serve English learners, including students participating in distance learning, including:

- **a. The LEA’s approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and**
- **b. The LEA’s English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.**

Within 30 days of stage 5 enrollment weeks or within two week of placement if not identified by the start of the school year, the LEA will send a letter to parents who have identified on the home language survey that a language other than English is spoken and to parents of students who are listed as ELs according to Qlik’s Early Access EL Data report. The letter will explain the administration of the WIDA (re) screener, what the screener will measure and possible scores and description of scores. After the screener is administered, the EL POC will send a parent notification letter home to families explaining their child’s performance on the screener, placement and services that will be provided.

The LEA will continue to review qualitative and quantitative data collected on currently enrolled EL students. The EL, parents/guardians and EL POC will meet to discuss the current language proficiency in all areas of the four language domains and any specific reading targeted reading skills shortly after the screener/benchmark assessment is administered (at the start of the school year). During the meeting the EL team will discuss the data, expectations, current accommodations, and tier 1/2 interventions, WIDA expected benchmarks for the year. The EL team will revise the EL plan or create a contingency plan outlining any new/revised goals for the students’ EL plan.

Thurgood Marshall will continue to offer Inclusion/Collaborative Teaching, Content-Based EL and Sheltered Content programs to EL’s to advance their skills in English and academic content growth. We will use a criterion based worksheet to evaluate the instruction and support that was provided to the students with EL services during the distance learning program. The services that were offered but not received and the efforts made to ensure services were received will help determine the appropriateness of services and accelerated learning for the students. To help accelerate learning for ELs across all learning environments TMA will offer students programming support during the school break/holiday, summer programming 2022, weekend programs and have access to tutors to support them with mastering language or/and academic instruction. TMA will use the ELs current EL plan, WIDA Can Do Indicators, benchmark assessments, observations, attendance, and access scores as forms of data to monitor students’ language development and learning goals for accelerated learning. TMA will review the data bi-weekly to assess progress toward those goals. Once a quarter (accompanied with Report Cards) EL progress reports will be sent to parents indicating progress made according to the EL goals identified on the plan.

Effective Use of Funds in the 2021-22 School Year

19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

TMA will use this grant to supplement an operations position, increasing the duties of this role to help ensure the school can open safely and meet health stated by the DOH and TMA's health policies. The new role will serve to implement COVID-19 health/safety procedures audits (ensure practices in this CEP are implemented and remain in use), serve as a liaison for vaccination events, coordinate COVID-19 testing, monitor PPE inventory, and otherwise take the lead in ensuring the LEA implements COVID-19 response best practices and OSSE/DC Health policies.

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

TMA plans to use its federal emergency management grant funds to provide summer enrichment opportunities this summer and increase tutoring opportunities in our after-school programs. Similarly, TMA will reduce the student-to-educator ratio in our 9th and 10 grade English and Math course. This includes hiring Urban Teacher Fellows and tutors who will support students during the school day. TMA will continue to use Illustrative Math and its supplemental material as its math curriculum, Read and Math 180 as an instructional intervention for its students. Tutoring will be provided for students at all grade and skill levels. The spending for those buckets will be well over the minimum 20% of funds on interventions to address learning loss.

As we named earlier, all students, regardless of their level of engagement from the previous year, will be matched with advisors who will monitor their progress academically, paying specific attention to their level of engagement. During the summer months, school staff will begin individualized outreach to students who did not demonstrate a high engagement and academic success. This will include home visits, phone calls, and outreach via email. This outreach aims to ensure that each student who did not have a high level of engagement from the previous year enters SY2122 with an academic re-engagement plan to be executed at the onset of the new school year and monitored by their advisor. Meetings will be conducted with students, families, and grade-level teams as needed to review each student's progress and make modifications as needed.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

Funds that are not being spent on learning-loss intervention strategies will be used to support our safe reopening. This includes but is not limited to the operational, structural and technical needs of our school.

As noted above, ESSER funds will support a position with responsibilities to ensure the LEA follows best practices. In addition, the LEA will also use ESSER funds for FF&E improvements, such as (i) a tent to assist in the use of additional entrances for students and (ii) additional air purifiers and troffers to support an already-excellent HVAC system. These expenditure plans are part of and consistent with the LEAs plan to ensure safe reopening and proper use of funds. LEA leaders will coordinate with the LEA's Grants Manager to ensure ESSER

funds are expended in an allowable and allocable manner that best fits LEAs mission and student needs. Specifically, the Executive Director and COO will coordinate with the Grants Manager to assess work already accomplished (whether ESSER funded or funded in other ways), needs and approaches to further advance reopening, and proper allocation and documentation of expenditures to ESSER and other funding streams.

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

Funds will be used to increase the academic and operational capacity of the school to the greatest extent possible. TMA's goal is to accelerate learning for all students. TMA will use students' qualitative and quantitative data to measure growth over time as well. Data on students will be collected multiple times a quarter to determine progress toward goals. Parents will be notified at the start of the school year that students will be assessed in reading and math proficiency. Additionally, parents will notify the student's annual measurable achievement objectives before a meeting is scheduled.

SY 2021-22 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding delivery of instruction:

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving English learners (please check all boxes):

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding technology:

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.